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ABSTRACT

The International Baccalaureate (IB) Diploma program, a pre-university course of study that allows graduates to fulfill requirements of various national educational systems, is described. IB Diploma candidates are required to study languages, sciences, mathematics, and humanities in the last two years of secondary school. Examinations that can be taken and recognized in any country are conducted. There are 350 schools in about 53 countries participating in the IB, which is conducted in three official languages (English, French, and Spanish). Information is provided on: the IB curriculum; examinations, grading, diplomas, and certificates; school and teacher preparation for IB schools; adapting the schools' curriculum; resources needed to support an IB program; criteria and conditions for membership of schools in the IB; IB program administration; and financial support for the program. The members of the board of directors of the International Baccalaureate North America are identified, along with the addresses of IB offices in seven countries. (SW)

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An Introduction to the International Baccalaureate

The INTERNATIONAL BACCALAUREATE Diploma program is a rigorous pre-university course of study, leading to examinations, that meets the needs of the highly motivated and academically gifted secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, the IB is based on the pattern of no single country. It provides students of different linguistic, cultural, and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead of them.

The education of the "whole person" takes on a special significance as we approach the twenty-first century when knowledge continues to expand dramatically; when advanced technologies and global economics have tied together vastly different cultures; when the world is bound too closely for provincial ideologies to guide political thought; when to exist in a world community requires appreciation and understanding of cultural diversity; and when cooperation alone will solve worldwide problems. It is essential therefore that academic training provide students with the values and opportunities that will enable them to succeed in the competitive, modern world.

All IB Diploma candidates are required to engage in the study of Languages, Sciences, Mathematics, and Humanities in the final two years of their secondary schooling. This program is a deliberate compromise between the preference for specialization in some countries and the emphasis on breadth often preferred in others. The intent is that students should indeed learn how to learn, how to analyze, how to reach considered conclusions about people, their languages and literature, their ways in society, and the scientific forces of the environment.

Short History of the International Baccalaureate

The idea of an International Baccalaureate, that is, of an international university entrance examination that could be taken in any country and recognized in any country, grew out of both practical and educational concerns in the

international school setting. School authorities found that the necessity of preparing their sixteen to eighteen year old university-bound pupils for separate national examinations required either a large number of very small classes, or one large class segregated according to national groups. Teachers were also concerned with the increasing emphasis on education as the delivery of information, the fragmentation of knowledge, and the de-emphasis on aesthetic and creative education.

As early as 1962, the International Schools Association instructed its executive to "explore the possibilities of a joint social studies examination, as a first step toward the establishment of a basic standard." In 1963, a grant from the Twentieth Century Fund made it possible for the International Schools Association to set up an *ad hoc* group of international educators to investigate the possibility of an international examination. Their studies and discussions and the programs that resulted also received substantial support from the Ford Foundation. In 1965 the International Baccalaureate Office was established in Geneva as a foundation under Swiss law. An International Council of Foundation was formed and an experimental project was launched in 1967 and offered for use in twenty schools in 1970.

Since that time, the IB has grown to over 350 participating schools in some 53 countries. Working in three official languages (English, French, and Spanish), the IB enjoys the respect and support of many governments, colleges, and universities. Increasing numbers of universities, in fact, reward the IB credential with advanced academic standing and college credit. Specific descriptions of North American college and university policies are available in a separate document available through the New York regional office.

Curriculum

The IB curriculum, shaped over the years by educators committed to international education, involves the student's final two years of the secondary education sequence. During that time, study is undertaken in a broad range of subjects, selected under the guidance of a school-appointed IB Coordinator.

The high standards implicit in the IB examinations assume high levels of achievement or preparation at the junior high school level (grades 7–10). Students' admission to the IB program may well depend, among other factors, on the quality of their preparation during those pre-IB years.

The subjects that comprise the core of the IB curriculum are arranged according to six groups; the Diploma candidate is required to select one subject from each area. The student's selection of subjects, of course, will depend upon the range of IB subjects offered by the participating school.

IB SUBJECT AREAS BY GROUPS

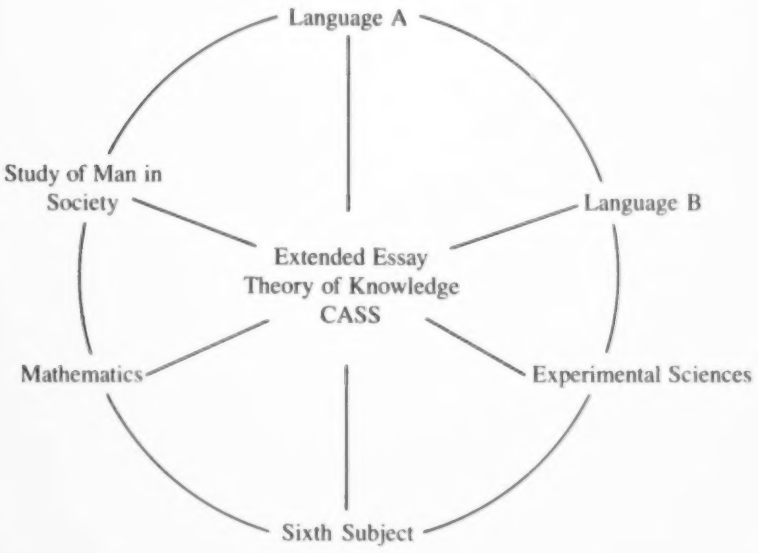
IB Subject Groups	U.S./Canadian Equivalents
Language A (First Language) (includes the study of world literature.)	English Literature
Language B (Second Language) (or a second Language A)	Modern Foreign Languages
Study of Man in Society (includes History, Geography, Economics, Philosophy, Psychology, and Social Anthropology.)	Social Studies
Experimental Sciences (includes Chemistry, Biology, Physics, Physical Science, Experimental Psychology, and Environmental Systems.)	Sciences
Mathematics (includes Higher Level with Further Mathematics, Mathematics and Computing, and Mathematical Studies.)	Mathematics
Sixth Subject (includes Art/Design, Music, Computing Studies, Classical Languages, or a School-Based syllabus. May also include another subject studied from groups 1, 2, 3, or 4.)	Electives

Diploma candidates must select three of these subjects to be studied at the Higher level and three subjects to be studied at the Subsidiary level (or a maximum of 4 at the Higher level and two at the Subsidiary level). By arranging the work in this fashion, students are able to study some subjects in-depth (HL), i.e., extensively over a two year period before sitting for examinations, and some in breadth (SL), exploring a range of topics within a subject in one year's time. Specific regulations governing each subject are found in the *General Guide to the International Baccalaureate, 5th Edition*.

In addition to the six subjects selected, the Diploma candidate must also engage in a unique course known as Theory of Knowledge. It is the key element in the educational philosophy of the IB; its purpose is to stimulate critical reflection upon the knowledge and experiences acquired both inside and outside the classroom, to evaluate the bases of knowledge and experience, and to develop a personal mode of thought based on critical examination of evidence and argument. Unlike the other subjects, Theory of Knowledge is not assessed by external examination, but rather by the course teacher whose grades are subject to external moderation.

Finally, Diploma candidates must meet two additional requirements: they must research and write an Extended Essay in any subject within the IB curriculum, and must participate in a creative, aesthetic or social service (CASS) activity. The Extended Essay is an original and independent piece of research and writing by the student, under direct supervision of a qualified teacher of the school. The CASS requirement is met by participating in some planned and supervised extracurricular activity related to the local community. Student participation, at least one half-day per week throughout the Diploma preparation time, is meant to encourage their appreciation of attitudes and values other than their own, and to enable them to communicate readily on both a philosophical and practical level.

The IB program, then, might be diagrammed this way:



Examinations, Grading, Diplomas, and Certificates

Examinations for schools in the northern hemisphere are given in May according to a fixed schedule. During the examination session, the IB Coordinator is responsible for the security, the proctoring, and the dispatching of

examination scripts. Detailed instructions for the conduct of exams are published in the *Vade Mecum*, the handbook of policy and procedure. By mid-August, transcripts of the candidates' results are posted to universities as students request.

The examining process is administered by the Examinations Office. The setting and assessing of all examinations is the responsibility of the members of the Board of Chief Examiners who work in committees comprised of experts in each discipline from the many countries participating in the International Baccalaureate. The examinations themselves are intentionally varied, including written and oral components in some subjects, long and short answers, multiple choice questions, as well as practical work, field work, and guided coursework.

After the examinations have been taken in the schools under strict regulations prescribed by IBO, the students' scripts are dispatched to examiners for marking. Final decisions on assessment of individual subjects are confirmed by Chief Examiners. This exercise is aided by assistant examiners in subjects with large student enrollment. Appropriate moderation procedures ensure uniformity of standards worldwide.

Teachers assist in the examining sequence in two ways. In most subjects, some 20% of the final mark depends on the internal assessment determined by the school. The results of the external examinations make up the remaining 80%. Teachers are also required to submit predicted final grades for all students and a rank order for all IB candidates in their charge. These predicted grades and the rank order may be used in different ways in the final stages of assessment, especially in cases submitted to the Arbitration Committee.

The final grade awarded each subject is based on a scale of 1–7, ranging from very poor (1) through satisfactory (4) to excellent (7). An overall point total of 24 is required for the award of the Diploma, although there are disqualifying conditions which are set out under "General Regulations" in the 5th edition of the *General Guide*. The student may also earn bonus points for an exceptional Extended Essay and for superior performance in the Theory of Knowledge course. Penalty points may be assessed in these areas if the student does not perform satisfactorily. Students who fail to meet all the requirements for the Diploma are awarded a Certificate for each subject completed.

Students may register in their junior year as either Anticipated Diploma candidates or as Certificate candidates. Students must understand, however, that while Diploma candidates may change their status to Certificate candidates later, Certificate candidates may not change their status to Diploma candidates later. As anticipated candidates, students may sit for a maximum of two Subsidiary level examinations, completing the remaining four examinations as Diploma candidates in their senior year. Higher level examinations are written at the conclusion of two years' study, while Subsidiary level examinations are written after only one year.

School and Teacher Preparation

The North American Regional Office assists member IB schools and those seeking authorization. It offers a variety of support services including teacher training workshops each autumn; special subject workshops in the spring; frequent mailings to keep schools informed of important events; and special consultations on request. Schools are encouraged to make use of this resource as they plan to adopt and implement the IB program.

As a school considers applying for authorization to participate in the International Baccalaureate program via the School and College Relations Committee (a committee composed of members of the IBNA Board of Directors), three elements are crucial: curricular adaptability, adequate resources, and broad support within the school community. The IB is a demanding program that will flourish only in an environment where these vital elements are present.

Curricular Adaptability

In complying with the requirements of the IB curriculum and achieving the rigorous standards set for the IB examinations, the school has considerable flexibility in adapting its curriculum to accommodate the program. As the key to the program, the *General Guide* describes sets of objectives for preparing students for examinations in each of the subjects, but it does not prescribe any pedagogical approach or textbook. The Subject Guides, available in each discipline, further elaborate topics necessary to the course, but again do not mandate assignments and tests. At most, the Subject Guides detail the proportion of time allotted between classroom and laboratory work, and the level of understanding a student must attain in order to be successful in the examinations.

The extent to which a presently offered course has to be adapted to meet IB requirements will depend upon the level at which the subject is currently being taught. If the school has an honors class, such as the College Board Advanced Placement, the adaptation might be slight. The adaptability of a present course can be determined by a review of the IB *General Guide*, the Subject Guide, and published IB examinations from previous years.

In evaluating a course's adaptability, the teacher must also keep in mind the prospects for enrolling a sufficient number of students to conform to the school's class size requirement. Often the school will find that the classroom will be composed of IB candidates, AP candidates, and others. Teachers will

find themselves teaching to different objectives as well as different levels. This is a special concern for language teachers.

Scheduling IB courses within a two-year framework provides additional challenges for the typical North American secondary school, especially in the areas of Experimental Sciences and Mathematics. Traditional North American sequences in Algebra, Geometry, Biology, Chemistry, and Physics often differ in some respects from those practiced within the international format of the IB. Given that Higher level subjects are examined in the final year only, this often requires that adjustments be made in the school's current practices in order to comply with the IB requirements. Such adjustments demand related changes in the structure of the curriculum in the years preceding the IB.

Adequate Resources

Besides curricular adaptability, a school must have adequate resources to support an IB program. The financial implications of introducing the IB are twofold: annual published fees, and the less obvious costs involved in preparing a school to offer the IB. The latter cost varies depending upon the perceived distance between where a school presently is in terms of curriculum and staffing, and where it needs to be in order to administer an IB program successfully.

Total cost to a school generally ranges between $15,000–$20,000 per year, including the appropriate annual fees. A number of schools have managed to inaugurate the program for less and some have spent considerably more when the introduction of the IB has been the basis of system-wide curricular reform. An "IB Evaluation and Development Budget" would include travel costs to authorized IB schools and workshops, release time for teachers to travel and prepare course outlines, purchase of IB curricular materials, and the cost of authorized IB consultants.

One important cost to a school is its appointment of an IB Coordinator. Release time must be guaranteed for a staff person to serve in this capacity. The actual amount of time required varies from school to school, depending upon such factors as experience in the program, the number of students enrolled, the number of teachers involved, and the resources available to the school. While IBO has no policy governing the amount of release time a coordinator should have, the school is urged to be generous as the coordinator serves as counselor, secretary, administrator, and official liaison. Each school handles the coordinator position differently, but typically one-third release time is required.

The published fees are set each spring for the coming academic year. The fee structure is divided into two parts: an annual subscription fee, and a student registration and examinations fee. The annual subscription fee itself is broken into two parts: a Basic fee—part 1, and a Per Capita fee—part 2.

The **Basic fee** is the same for all schools. Differences in the size of the schools are reflected in the **Per Capita fee** which is paid for each student enrolled in IB courses.

Candidate **registration and examination fees** vary according to such factors as level of subject (HL or SL) and status of the candidate (first or second time registrant).

Details of annual fees are included in a separate document which is updated periodically as necessary. It is available upon request from the New York Office.

Schools seeking authorization must remit an **application fee** with the appropriate documents in order for the School and College Relations Committee to process their requests. This fee is set annually.

While the International Baccalaureate worldwide budget is recorded in Swiss francs, the North American Regional Office accepts payment of fees in US and Canadian dollars as a convenience to its membership and in order to support the service programs of the region. Each spring IBNA sets a US/Canadian dollar fee schedule for the coming academic year, allowing North American schools to budget accordingly.

Broad Support

If an IB program is to succeed at a school, it must have the full support of all interested constituencies: the teachers, the administrators, the students, the school board, and the parents. If any one of these groups is left out of the planning, there will be complications that will later burden the program and its administrators. The IBO cautions interested schools to move towards the adoption of the program with deliberate care and with realistic goals in order for it to prosper.

Schools interested in obtaining authorization must first complete an application, available through the North American Regional Office. The application process encourages the school to undertake a self-study and begin a dialogue with school staff, administrators, board members, and parents to determine the interest, ability, and commitment of the school community.

Two important opportunities are scheduled each year for IB teachers and administrators to contribute to the development of their school's program, and

to the organization generally. The annual Teacher Training Workshops bring IB teachers together from Canada and the United States during October to learn about subject requirements from IB examiners and experienced IB teachers, to share teaching strategies and resources, and to develop successful local IB programs. Each August, school administrators and IB Coordinators are encouraged to attend the IBNA Administrators' Meeting to address concerns related to the IB in North America. Resolutions from this body are referred to the Standing Conference of Heads of IB Schools (HSC), the international advisory committee made up of headmasters and principals of all IB schools, for deliberation. If there the concerns are translated into formal recommendations, they are sent on to the IBO Executive Committee for appropriate action.

Criteria and Conditions for Membership of Schools in the IB

Once a school has completed the necessary preparations required for application, the documents must be submitted to the regional office in New York for review by the School and College Relations Committee. In due course, the Committee reports its recommendations to the Director General in Geneva.

All schools whose applications are accepted are required to confirm in writing that they accept the criteria and conditions for membership.

1. Participating schools shall be committed to the promotion of international understanding through education as expressed by the objectives and practices of the International Baccalaureate Office (IBO). In particular, they shall accept:
   (a) the broad and balanced academic program, the central role of the Theory of Knowledge, and the importance of the CASS requirement;
   (b) the emphasis given to teaching and the personal development of students;
   (c) the involvement in support activities such as workshops and conferences for IB Teachers, Administrators, and Heads of Schools.
2. Schools shall demonstrate to IBO that they will have the required teaching faculty, administrative staff and other resources with which to carry out the IB program successfully. Since IBO is conscious of the vastly different levels of resources available to schools in different parts of the

world, agreement on this issue shall be a matter of mutual consultation and guidance, if necessary over an extended period of preparation. Any deficiencies noted at the time of application will be explained in writing to IBO, and a timetable will be agreed upon for them to be corrected.

3. Schools shall demonstrate their legal status and financial viability on the basis of appropriate documentation.

4. Schools may be asked to furnish proof to IBO that their application to participate has the approval of their local, regional, or national authorities.

5. Schools shall be open to visits from members of the IBO Administration or their delegates. Schools shall formally agree to bind themselves to full acceptance of all IB regulations, encompassing the proper conduct of all courses and examinations (including internal assessment), the early appointment of a Coordinator, and the prompt payment of all fees and other charges as billed.

6. The Policy of the IBO is to promote the Diploma. However, depending on their state of preparation at the time of application, schools may be accepted in one of three categories:

(a) to teach the full Diploma program immediately

(b) to teach Certificate courses only for an interim period to be defined by the Director General, in anticipation of moving on to the Diploma program.

(c) to remain in an affiliated status, normally for not more than two years, during which time preparations will be undertaken to teach as specified in (a) or (b) above.

7. IBO may conduct a review of the performance of any IB school at periodic intervals and shall communicate any concerns and criticisms immediately to the school in question. Recognition may be withdrawn at the end of the following academic year unless IBO is satisfied that deficiencies have been remedied, or at any other time if, in the judgment of the Executive Committee, serious irregularities have occurred. In all such instances due consideration shall be given to protect the interests of students already enrolled.

8. Schools or branches of the same school are admitted as separate entities. The same condition applies also for the payment of all fees.

9. Schools are accepted to teach their own students only and may register candidates from other schools (or from branches of the same school) for examinations only if they are re-sit candidates whose circumstances prevent them from attending their original school for the repeat examination session.

Governance

The headquarters of the International Baccalaureate Office is located in Geneva. Responsibility for the IBO is vested in a Council of Foundation, chartered by the Swiss government. President of the Council and Chairman of the Executive Committee is Dr. Piet Gathier, former Director General of Secondary Education in the Netherlands. Other members of the Council include representatives of national governments supporting the program, heads of IB schools, and *ad personam* representatives of a number of other countries, including at present the chairman and president of the IBNA Board of Directors.

The chief executive officer responsible for the administration of the program and examinations is Director General Roger M. Peel. Assisting him are Deputy Director General Robert Blackburn of the London Office, and Assistant to the Director General and European Regional Officer Monica Flodman. President of the Board of Chief Examiners is Professor Jeffrey Thompson. Director of Examinations, Derek Goulden, oversees the Examinations Office at the University of Bath, United Kingdom.

The IBO also maintains regional offices for Latin America (Buenos Aires), Asia (Singapore), Africa and the Middle East (London), and regional representation in Jamaica and Mexico. Because the operation of a regional office in North America was possible only with support from a number of foundations and other contributions, International Baccalaureate North America, Inc. (IBNA), was chartered as a not-for-profit corporation in New York.

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Other Resources

Additional materials are available from the North American Regional Office. They include:

Publications List—An order form listing all curricular and other materials with current prices.

Fee Schedule—Current year charges listed in US dollars, Canadian dollars, and Swiss francs.

School Directory—Continually updated listing of all U.S. and Canadian member schools.

University IB Policies—A companion piece to the International Baccalaureate general information booklet, describing the current credit/advanced standing policies of North American colleges and universities towards IB Diplomas/Certificates.

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